

**U.S. Department of Education**  
**2013 National Blue Ribbon Schools Program**  
**A Non-Public School - 13PV86**

	<b>Charter</b>	<b>Title 1</b>	<b>Magnet</b>	<b>Choice</b>
School Type (Public Schools):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Name of Principal: Mrs. Maria Cloessner

Official School Name: Most Blessed Sacrament School

School Mailing Address: 8033 Baringer Road  
Baton Rouge, LA 70817-6012

County: East Baton Rouge State School Code Number\*: 502228

Telephone: (225) 751-0273 E-mail: mcloessner@mbsbr.org

Fax: (225) 753-7259 Web site/URL: mbsbr.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that all information is accurate.

\_\_\_\_\_ Date \_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\*: Dr. Melanie Verges Superintendent e-mail: mverges@diobr.org

District Name: Diocese of Baton Rouge District Phone: (225) 336-8735

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_ Date \_\_\_\_\_  
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Jack Ricau

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_ Date \_\_\_\_\_  
(School Board President's/Chairperson's Signature)

*\*Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Director, National Blue Ribbon Schools (Aba.Kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## **PART I - ELIGIBILITY CERTIFICATION**

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made Adequate Yearly Progress (AYP) or its equivalent each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

### DISTRICT

Questions 1 and 2 are for Public Schools only.

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### SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban with characteristics typical of an urban area

4. Number of years the principal has been in her/his position at this school: 25

5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	31	29	60
1	33	30	63
2	32	27	59
3	29	27	56
4	28	36	64
5	29	27	56
6	27	25	52
7	29	26	55
8	31	25	56
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total in Applying School:			521

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
2 % Asian  
0 % Black or African American  
1 % Hispanic or Latino  
1 % Native Hawaiian or Other Pacific Islander  
95 % White  
1 % Two or more races  
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2011-2012 school year: 2%  
This rate is calculated using the grid below. The answer to (6) is the mobility rate.

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	2
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	6
(3)	Total of all transferred students [sum of rows (1) and (2)].	8
(4)	Total number of students in the school as of October 1, 2011	530
(5)	Total transferred students in row (3) divided by total students in row (4).	0.02
(6)	Amount in row (5) multiplied by 100.	2

8. Percent of English Language Learners in the school: 0%  
Total number of ELL students in the school: 0  
Number of non-English languages represented: 0  
Specify non-English languages:

9. Percent of students eligible for free/reduced-priced meals: 3%

Total number of students who qualify: 15

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 0%

Total number of students served: 0

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>0</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	<u><b>Full-Time</b></u>	<u><b>Part-Time</b></u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>18</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>8</u>	<u>2</u>
Paraprofessionals	<u>10</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>5</u>	<u>0</u>
Total number	<u>43</u>	<u>2</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1:

29:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	98%	97%	97%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

14. **For schools ending in grade 12 (high schools):**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size: \_\_\_\_\_

Enrolled in a 4-year college or university \_\_\_\_\_%

Enrolled in a community college \_\_\_\_\_%

Enrolled in vocational training \_\_\_\_\_%

Found employment \_\_\_\_\_%

Military service \_\_\_\_\_%

Other \_\_\_\_\_%

**Total** \_\_\_\_\_**0%**

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☒ No

☐ Yes

If yes, what was the year of the award?

## PART III - SUMMARY

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### Mission

Most Blessed Sacrament School (MBS) believes that cooperation and collaboration of students, parents and faculty is essential to a productive, successful learning community. Since inception in 1980, the purpose of MBS has been to minister to the educational needs of the students by providing a teaching atmosphere which promotes Gospel values and academic excellence. MBS strives to center the school community in worship, prayer, Catholic doctrine, service projects and current educational pedagogy in order to equip the students in becoming mature Christian young men and women, as well as leaders for tomorrow's world. The school is committed to the spiritual, moral, intellectual, social, emotional and physical development of the students. MBS strives to strengthen a partnership with parents who are the primary teachers of faith and values. The school continually seeks out a faculty called to the teaching ministry, who share a mutual responsibility for creating an environment which promotes spiritual and academic excellence for all students.

### Service

MBS believes an essential component of seeking to teach as Jesus did is to be a teaching ministry which passes on Catholic faith and heritage leading students to a deepened knowledge and experience of faith. The school community acknowledges the importance of every staff member to serve as "catechists" echoing God's love, by upholding Catholic doctrine and shaping the spiritual and moral development of students' lives with Gospel values throughout the day. However, true faith formation is not limited to teaching formal doctrine in a religion class. MBS's Social Responsibility Ministry is based on the *Corporal Works of Mercy*. Each grade level serves a designated ministry site and participates in a project that will educate the students to become aware of the purpose and goals of the ministry site and empower them to become agents of change in the world. Some of the ministry sites assigned to the grades are Cristo Sana A Los Ninos Children's Mission in Nicaragua, Bishop Ott Homeless Shelter, St. Vincent de Paul Store, Baton Rouge Food Bank, and St. Anthony House for AIDS victims.

### Academics

MBS is a kindergarten through eighth grade elementary diocesan school in the southeastern section of the state capitol of Baton Rouge, Louisiana. The school draws the majority of its 521 students from the MBS church parish community. In 2009 MBS received Southern Association of the Colleges and Schools Council (SACS) accreditation. MBS offers a curriculum based on the standards of the state of Louisiana. The religion education program is under the supervision of the parish pastor, the school director of religion and the Diocese of Baton Rouge. Ninety-five percent of eighth grade students continue secondary education at Catholic high schools in Baton Rouge.

MBS provides a broad curriculum to the students. Advanced math classes are offered in grades 7 and 8 to qualifying students. Reading remediation services are available to students in grades K-3. Spanish classes give students an opportunity to broaden cultural awareness. Wide ranges of learning experiences through the enrichment curriculum are available to students. In addition to physical education, music, art, and computer classes, courses such as public speaking, robotics, and study and life skills are taught to meet students' varied interests. Students participate in annual science and social studies fairs at school and consistently move forward to state competitions winning many awards at the state level.

The TerraNova Standardized Test is administered annually to grades 2–8. The students have consistently scored above the national norms on this test and have met or scored above the diocesan norms in all subject areas. At least one third of seventh graders qualify for the Duke University Talent Identification Program annually.

## **Community**

MBS seeks to teach as Jesus did, in both word and example, nurturing the unique gifts of each member of our school community as members of the body of Christ, living sacraments to the world. Unity of students, faculty, and parents as a faith community in order to deepen the appreciation of our Catholic faith is valued. A yearly theme guides the school community toward this goal. This year's theme is "Faith First in Hope and Love." This theme guides faculty and student retreats, daily assembly prayer, and weekly mass celebrations attended by the school community. Spirit shirts are worn by the school community promoting the theme to others.

MBS provides for peer activities among the students. Each kindergarten student is paired with an eighth grade "buddy" for mass celebrations and other special activities. Additionally, MBS is blessed with an active Home and School Association, which provides the opportunity for parents to be involved with the children's educational experiences. This association provides strong support for the school mission through showing appreciation to the school faculty and by funding technology equipment and educational materials in the classroom.



## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

A.

Most Blessed Sacrament School (MBS) administers the Terra Nova Third Edition standardized test to students in grades two through eight each spring, as mandated by the Diocese of Baton Rouge. MBS students consistently score above average with the majority of students performing in the top quartile.

The TerraNova, developed by the CTB-McGraw Hill Company, is a norm-referenced test. It provides assessment data showing achievement by individuals and also compares achievement on a national percentile basis. The Terra Nova Second Edition was administered in 2007-2008 and 2008-2009. The TerraNova Third Edition replaced the Second Edition in 2009 and is currently in use. The TerraNova is administered in three parts, the Complete Battery, the InView and the Plus. Each section focuses on a specific area for assessment. The Complete Battery tests reading/language arts, math, science, and social studies. The InView is a cognitive ability test that assesses a student's aptitude in verbal, non-verbal and quantitative reasoning skills. The Plus assesses skills in word analysis, vocabulary, language mechanics, spelling and math computation.

The Diocese of Baton Rouge sets high standards for the diocesan schools, with most schools meeting or exceeding national norms. MBS is not only consistent in scoring above national averages, but also above the diocesan averages. As shown in the table of reported scores, it can also be noted that the indicated scores over the past five years are consistent with qualifying scores for Blue Ribbon recognition.

B.

The TerraNova provides MBS with valuable information that helps the school evaluate the performance of the students, effectiveness of the curriculum, and implications for instructional planning. Each year in June, instructional leaders attend a TerraNova Score Consultation Session provided by the Diocese, where a testing consultant from Educational Consultants and Research Associates conducts a workshop which provides school leaders the opportunity to review test data from the most recent testing, as well as look at trends for the past five years. A portal enables the school ongoing access to TerraNova scores and various reports to assist in data analysis.

Review of test data over the past five years (2008-2012) indicates that MBS students have achieved exceptional scores in both reading and math. MBS scores would be considered in the top 15 percent according to the 2012 table of cut scores in both reading and math for grades 3-8 from April 2008-April 2012, except for March 2009 for grade 8 reading and April 2010 for grade 5 math, which both were only 2 percent from the 2012 cut scores. It is recognized that these cut scores may change from year to year; however, such consistently high scores indicate strength of the educational program at MBS over time.

In review of the quartile rankings for 2011-2012, as reported by the TerraNova, it was noted that of the 345 students in grades 3-8 in the area of reading, 98 percent scored above national averages, and in math 97 percent scored above national averages. In closer review, it was noted that 57 percent of the students in reading and 51 percent of the students in math scored in the top quartile (above the 76 percentile), another

indicator of the consistent strength of the educational program at MBS and the academic strength of the students.

Part of the professional culture of MBS is to continually look at test scores and student achievement. The faculty worked together with test data to form an Algebra I course for high school credit. Grade 7 students who qualify take pre-algebra and move on to grade 8 to take Algebra I for high school credit. This allows students entering high school the opportunity to take advanced mathematics.

MBS receives high school placement scores from the area Catholic high schools to which most of the MBS eighth grade students apply. In the last five years, students have been accepted to the school of first-choice. In review of scores, it is noted that the students perform in the upper percentiles, resulting in recommendations of placement in honor classes in several subject areas.

Overall, it is noted that standardized test scores are consistent and evident of the excellent education provided at MBS and the commitment by the students to consistently achieve. These scores and continued academic excellence support that Most Blessed Sacrament School is worthy of Blue Ribbon recognition.

## **2. Using Assessment Results:**

Using assessment results to lead instruction is an important educational tool. At MBS, assessments are both formative and summative. Regular formative checks are conducted throughout the school year for teachers to assess who has mastered content so that enrichment can be provided and students who need remediation can be identified.

At the end of the school year, standardized testing is used not only to assist in the evaluation of individual students, but also to examine areas of strengths and weaknesses in curriculum areas. If a weakness is noted in an area, it is addressed, and together administration and faculty plan strategies to strengthen that area. After review of the areas last tested by TerraNova, it was noted that the MNCE in the area of vocabulary showed the least amount of growth. Therefore, this school year objectives and strategies were developed to address this area. Meeting with teachers at grade levels K-2, 3-5 and 6-8, plans were developed to address vocabulary using grade-appropriate strategies, such as emphasizing vocabulary cross-curricular and utilizing the teacher web pages to post vocabulary words of the week. Also included in the planning was organization of available resources, such as vocabulary and phonics workbooks.

Standardized testing results are used as a factor to determine placement in the algebra program in grades 7 and 8. These scores are also used to determine eligibility for the Duke TIP 7th Grade Talent Search, with 38 percent of the current grade 7 students qualifying. Student weaknesses are identified as well to assist the administration, teachers, and guidance counselor in communicating concerns to parents and to make recommendations for possible student remediation.

Parents receive a report of TerraNova test scores; it is included in the final report card issued at the end of the school year. At the beginning of the next school year, a report of TerraNova scores is presented to the MBS Council of Education, the local school board.

Kindergarten students are screened in the spring before attending MBS. The Developmental Indicators for the Assessment of Learning (DIAL3) is used, and this information is reviewed by a kindergarten teacher, the Reading Room teacher and the guidance counselor. If a concern is noted, a meeting is scheduled with the parents to discuss the findings of the screening. The screening is also used in assisting the kindergarten teachers in dividing the students between the two classes to establish a heterogeneous balance.

Students in grades 2-5 are administered the Standardized Test for the Assessment of Reading (STAR) three times during the school year, and results are used by the teachers to assess a student's reading level. The scores are also used to gather additional information on students, who are identified by the MBS Individual Needs Committee, to assess for possible accommodations. The scores also assist the Reading Room teacher in assessing students who are receiving additional help in a resource setting. The Reading Room teacher also assesses students using Dynamic Indicators of Basic Early Literacy Skills (DIBELS) for placement in the Reading Room program.

Throughout the school year students are assessed in a variety of ways. To assess student progress, students are given tests, quizzes, projects, and other assessments. This provides the teacher and parents information on each student's acquisition of concepts and skills. Rubrics are used by the teachers to set the standards of the assessment.

Students in grades 6-8 are also administered mid-term and final exams, which are cumulative tests by semester. At the end of the year, students in grades K-5 are given an end-of-the-year reading test. The results of these tests are used to assist in determining possible summer remediation for individual students. They may also be used to help plan for placement or accommodations for the upcoming school year.

Parents are informed of student progress in a variety of ways. In addition to a quarterly report card, parents are provided a mid-nine weeks report. MBS also has a School Files Grades Online program which parents can access at any time. Each teacher has a webpage with pertinent information that is updated weekly. Teachers in grades K-5 also send home weekly folders so parents can review daily work and tests that students have completed. Teachers and parents also communicate frequently through email. A conference day is scheduled at the end of the first nine weeks and parents or teachers schedule conferences during the school year as the need arises.

Multi-forms of assessment are used to guide instruction and identify areas of strengths and concerns, whether with an individual student or a particular program or area of the curriculum. Information is gathered and utilized from both formal and informal assessment and by observation.

### **3. Sharing Lessons Learned:**

MBS administration and faculty have many opportunities to share with each other and other schools. Teachers at MBS meet monthly at levels meetings (K-2, 3-5, and 6-8) giving teachers the opportunity to discuss topics and student concerns pertinent to those grades. At diocesan educational gatherings, teachers are encouraged to participate as speakers. "The Art Room Goes Digital!" and "Put Your Best Digital Footprint Forward" were topics presented by MBS teachers at the last Diocesan Educational Conference.

Administration attends and participates in monthly meetings of the Diocesan Principals' Association where principals collaborate to establish diocesan accreditation goals and other topics. The principal currently serves as treasurer of the association and has served as president in the past. The assistant principal attends regular diocesan meetings and serves as the accreditation coordinator, meeting with other coordinators aligning school goals with diocesan goals. MBS teachers attend diocesan professional development workshops and share best practices.

The principal and assistant principal attend the Summer Leadership Institutes sponsored by the diocese. This is an outstanding opportunity to gather information and share with other administrators. As administrators shared and worked together a template was developed for the five minute "eWalk" supervision visits. This template not only assists in observing the teachers but is an indicator of student engagement and interaction. At the last institute, administrators worked in "crews" to study positive learning environments and create a climate for learning through rigor, relevance and relationships.

Teachers are given the opportunity to attend national conventions such as NCEA and NECC and return to share with other teachers. This summer two teachers attended the Model Schools Conference, a national conference which focuses on rigor, relevance and relationships for all students. As part of the MBS teacher in-service, these teachers presented information and training.

MBS has hosted workshops and other professional gatherings over the years. Schools have visited our campus to observe programs and view materials. MBS uses *Shurley English* for instruction in grammar and writing and schools have visited before adopting this program.

The principals have a Google Group established to provide a means for principals to communicate and share ideas on any topic that may be relevant to each school or at a diocesan level. The technology coordinators also communicate with a Google Group and the guidance counselors are in the process of forming a group. This has become a valuable resource to share ideas and communicate readily.

#### **4. Engaging Families and Communities:**

MBS values the role of the parent in the development and education of the students. The program of Time and Talent, in which each family gives thirty hours to the school community by volunteering time and/or talent was developed to encourage all parents to be involved. This involvement helps to strengthen the home and school bond. MBS also has an active Home and School Association that helps to support the school not just monetarily, but also by assisting in many projects. Through the assistance of the Home and School Association, MBS has been able to acquire materials and equipment to enhance our educational programs and technology. Teachers are provided a wish list opportunity each year to select needed enhancements for individual classrooms. Home and School also funds two “Educational Excellence Grants” each year in which the teachers can apply for funding for materials or equipment for the classroom.

Communication is an important component in engaging parents and the community. MBS publishes a monthly newsletter on its webpage. Also, there is an “MBS Scoop” site that highlights the current events happening at the school. Each teacher has a webpage which displays pertinent information for the class. Grades online are available for parents to access at any time. Parents and teachers also use email for additional communication.

MBS reaches out to the community by using its resources and also by giving back. Students go on field trips, host speakers from the community, and participate in Junior Achievement. There are a number of community businesses such as Exxon/Mobil, Albertson’s, Cane’s, Dominos and Target that offer grants and partnerships to assist the school in acquiring additional materials and equipment to enhance the educational program. These enhancements and community resources help promote student achievement.

MBS has developed in the students a strong sense of service. Each grade has a service project that it sponsors, supporting both local and global programs.

The principal maintains an open-door policy to speak with parents or community. This year the principal began a “Coffee Talk” for parents. Each month specific grades are highlighted and topics relevant to the parent audience are presented. Parents are sent an invitation to meet with the principal to talk about the topic or any other topics of interest. This has been well-received by parents and appreciated as an opportunity to open lines of communication.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

Most Blessed Sacrament School (MBS) strives to provide a curriculum that promotes moral, intellectual, and physical development. The curriculum challenges each student to reach a personal learning potential through a disciplined atmosphere centered in treating each individual as a child of God. MBS is an accredited diocesan school and follows the curriculum standards of the State of Louisiana.

Grade-level appropriate doctrine, faith formation prayer experiences, spiritual retreats, sacramental celebrations, and meaningful participation in service opportunities are key components of the religion curriculum at MBS. Each staff member serves as catechists who uphold Catholic doctrine and assists in shaping the spiritual and moral development of student's lives.

The language arts curriculum of MBS encompasses the area of reading, writing, grammar, spelling and handwriting. In grades K-2, phonemic awareness, decoding, and reading strategies and fluency are stressed. Reading comprehension, vocabulary development, grammar, and writing skills are incorporated in the grade 3-5 curriculums. Literature based instruction, novel units, and a comprehensive writing program through the *Shurley English* textbook series serve as the basis of the middle school curriculum at MBS. Middle school students also have the opportunity to perform in drama performances presented in a drama exploratory course. Grades 2-8 participate in the Accelerated Reader program during library instruction.

MBS provides students with a math curriculum which stresses higher-order thinking skills at all grade levels. Daily word problems, visual-perception problems, sequencing and patterns and modeling which promotes students' abilities to make generalizations are incorporated in lessons. Instructional materials support the National Council of Teachers of Mathematics (NCTM) standards and ensure that the curriculum has accurate mathematics and appropriate conceptual development for each grade level. Algebra credit is offered to eighth grade students successfully completing the advanced placement Algebra I course.

Students at MBS experience the science curriculum through hands-on exploration, experimentation, and analysis of data and research. Life, physical and earth science, in addition to the study of the human anatomy, are the subject areas covered in grades 2-8. Seventh graders complete a frog dissection and all eighth graders participate in the school science fair by writing a research paper and presenting the project orally to a panel of judges.

The social studies curriculum of MBS School provides students with knowledge of our local, national and world community through the studies of cultures, history and geography. Teacher-created units unique to specific grade levels are the strength of the social studies instruction area.

MBS is in compliance with the program's foreign language requirements. All students in grades K-5 attend Spanish class 30 minutes weekly for the entire school year. All students in grades 7 and 8 attend Spanish class for 50 minutes three times a week for a nine week period. The program focuses on vocabulary, pronunciation, and grammar at the introductory level in the lower grades and advances in grades 7 and 8 to advanced conversation and writing skills. Spanish classes are taught by a certified foreign language instructor with 17 years teaching experience.

All students at MBS are provided instruction in grades K-8 in the areas of physical education, art, music, technology, and library science during the entire school year. In grades K-5 there are 30 minute weekly classes taught in each of the fore mentioned subject areas. In the middle school grades students are also

given the opportunity to take electives, such as public speaking, literature analysis, and robotics which are selected in the exploratory class program each quarter.

## **2. Reading/English:**

In grades K-5 the Scott Foresman *Reading Street* series is the basis of the reading curriculum. This series provides a strong phonic and decoding skill based program while integrating a variety of literary genres. In grades 6-8 the *Prentice Hall Literature* series serves as basis of the literature curriculum in those grades. This series' strength is the combination of literary classics with contemporary literature which serves to nurture a love of reading in students. The Sadlier-Oxford *Vocabulary Workshop* is used to reinforce reading vocabulary in grades 6-8. This vocabulary series is used at area Catholic high schools so, for continuity, the Sadlier-Oxford series was chosen to be the basis of the vocabulary program in the upper grades. Reading instruction in grades K-2 is self-contained and differentiated according to each student's reading ability. In grades 3-8 the reading and literature classes are departmentalized.

Students in grades 2-8 participate in the Accelerated Reader program through library instruction time. Middle school students participate in summer reading, as well as read classroom novels. For children needing reading accommodations in grades 1-3, a supplementary reading room, staffed by a certified Academic Language Therapist is available. A testing facilitator is also on staff.

MBS uses the Shurley english curriculum in grades 2-8. This program is very strong in sentence classification, sequential grammar and writing instruction. The Shurley english curriculum allows the teacher to address varied learning styles of the students. Oral "question and answer flow" style of sentence classification, skill checks, as well as oral recitation of "jingles" are presented. The "jingles" are also recorded on a CD for the students to listen to in advance of learning them. In addition to paper and pencil practice, individual students take turns to record sentence classification on interactive white boards. The language mechanics scores on the TerraNova Standardized Test for students have consistently been well above the diocesan mean for the past three years.

## **3. Mathematics:**

In 2009, the MBS Math Committee met to generate a master outline of math skills for students in grades K-8. These skills were drawn from NCTM standards and the Louisiana state curriculum. Teachers use these standards and objectives as the math curriculum. The Harcourt mathematics series was adopted and serves as the source teachers use to implement its curriculum in grades K-5. Hands-on math manipulatives are used to develop math skills and concepts. Math skills are enriched with the use of online interactive games, videos, and other math games which are used with whole group, small group and in centers. Students in grades 1 and 2 use the Rocket Math program. This program is designed to assist in mastering addition and subtraction facts with a personal goal for each student.

In the middle school, MBS accommodates our students by offering different courses for students in grades 7 and 8 based on student abilities. The departmentalized middle school offers on-level courses, one advanced pre-algebra and one advanced Algebra I course for which the students may earn Algebra I high school credit. Special accommodations, such as extended time for tests, preferential seating, redirecting, and repeated directions for students needing extra remediation are provided. Students are evaluated on participation in class, homework assignments, quizzes, tests, and mid-term and final exams.

Higher-order thinking skills are developed through daily word problems, visual-perception problems, sequencing and patterns, and real-world application problems are also presented. Technology, such as interactive white boards and an individual student response system, is utilized in each classroom. Students in grades 1-5 participated in the First in Math computer program to increase computation skills. Middle school students participate in on-line math competitions, as well as local math competitions sponsored by

local Catholic high schools. MBS students have received many honors in competitions participated in over the past years.

#### **4. Additional Curriculum Area:**

MBS is very proud of the social studies curriculum presented to the students. The primary purpose of this curriculum is to educate students for the challenges of Christian citizenship in the community, nation and world. Students are encouraged to represent what is learned in products that demonstrate their ability to think, reason, conduct research, and attain understanding of civic responsibilities.

At each grade level, students participate in projects that focus on giving a wide range of civic experiences that will result in developing well-rounded citizens. In the primary grades, K-2, the focus of study deals with community organization and workers, special celebrations and seasons, and career choices. Each second grade student participates in Career Day by dressing up and presenting a report on the career choice researched. On the third grade level, the culture, customs and heritage of Louisiana are the main focus of study. Students present a "Taste Fair" in the spring, which serves as a culmination of Louisiana heritage in song, dance and food, giving students a tangible, meaningful lesson on what life is like in Louisiana and what it means to be a Cajun. Fourth and fifth grades focus on government structure on the local and national levels. Students at these grade levels research, present reports and create models of the states and presidents. Fifth grade takes a field trip to the local city council and participates in a "Mock Council" activity there.

At the middle school level, the sixth grade course of study focuses on world history, geography and culture. Sixth grade students research countries in small groups and present a "World Day" to the entire school. Students in all grades travel the world with passports on that day as the sixth grade presents power point presentations, performs songs and dances, and shares culinary experiences of the countries researched. Seventh grade students participate in the MBS Social Studies Fair and have the opportunity to compete on the local and state level fair competitions. In eighth grade, students may attend the Youth Legislature at the Louisiana State Capitol. Students run for state office in mock elections and present legislative bills researched through classroom studies.

The social studies curriculum at MBS presents programs that require more than acquisition of content. Opportunities to experience classrooms as laboratories of democracy are provided.

#### **5. Instructional Methods:**

In grades K-2, reading and math instruction is in a self-contained classroom, and in grades 4-8 reading and math instruction is departmentalized. Homogeneous grouping is used to teach reading in primary grades. In the elementary and middle school grades, whole and small group instruction take place using lecture, SMART board activity games, and seat work activities. Leveled books and teacher-made pacing charts provide differentiated instruction. Auditory, as well as visual learning styles are accommodated with oral reading and through the use of thinking maps. Higher order thinking skills are developed through class discussions utilizing open-ended questions. Middle school students are assigned summer reading and read several novels during the school year.

In mathematics, teachers offer students guided practice, independent work, hands-on lessons using manipulative math kits and interactive activities. There are teacher assistants in grades K-5 who are available to provide extra assistance to students needing accommodations. Higher-order math thinking skills are developed through the use of daily word problems, visual-perception problems, sequencing and patterns, and modeling which promote students' ability to make generalizations.

MBS pre-assesses students prior to entry into the kindergarten program using the Developmental Indicators for the Assessment of Learning (DIAL 3) to gauge the readiness of each child. The STAR

Reading testing is given to each second through fifth grade student at the beginning of each year to pre-assess reading ability and development in order to prepare student profiles to assure student academic success. The guidance counselor and Reading Specialist review these assessments. MBS has created an Individual Needs Committee, which reviews academic, emotional and behavioral needs of students needing extra assistance. This committee meets quarterly to discuss the progress of these students. The guidance department also has a Testing Room Coordinator who monitors test taking for students requiring accommodations.

Technology is integrated throughout the curriculum. All classrooms have interactive whiteboard technology providing teachers the ability to present interactive lessons, virtual field trips and science labs, as well as classroom research. There is a classroom computer lab in addition to computers with internet access in every classroom. Educational websites such as Brain Pop, Education City and National Geographic are provided for use throughout the campus and teachers have access to United Streaming videos.

## **6. Professional Development:**

MBS believes great teachers help create great students. Research shows that inspired, informed teachers are the most important school-related factor influencing student achievement. Therefore, the leadership at MBS pays close attention to how both new and experienced educators are supported.

In 2009, MBS created a “Pelican Pals” mentoring program for teachers who were new to the MBS school program. The purpose of this program is to establish a trusting relationship between the new teacher and mentor, create intentional purposeful reflection on teacher instruction and retain new teachers to the profession and our school. Faculty, grade level, and department meetings occur monthly to discuss planning of lessons, pacing charts, and to share best practices among teachers.

The Diocese of Baton Rouge has presented several professional development opportunities which MBS teachers have attended. At the beginning of each school year, diocesan administrators, staffs, and faculties gather for a day-long in-service. This in-service includes keynote speakers and break-out sessions presented by fellow teachers of the diocese and outlying areas. “Brain Compatible Learning,” “Rigor, Relevance, and Relationships,” and “Increasing Student Engagement” have been areas covered by diocesan in-services held throughout the year. This year the superintendent of the diocese conducted classroom walk-through visits at each of the diocesan schools followed by a post-observation presentation promoting student engagement.

The administration of MBS also reinforces professional development at the school faculty meetings. The book, *Total Participation Techniques* (TPT) by Persida and William Himmele, was the topic of the latest school in-service presented by the assistant principal and is continued to be developed throughout the year. Teachers have embraced ideas from the book and classroom observations show an increase of student engagement during instruction with the use of the TPT activities. The differentiated style of learning promoted at MBS has been further enhanced through the implementation of the TPT program.

## **7. School Leadership:**

The school is led by a certified lay principal, who has been at the school since its inception and has served as principal of MBS for the past 25 years, assuring the longevity and stability of the institution. The principal is hired by the pastor. Together, the two oversee fiscal matters, the religious education program and the physical plant. The principal oversees the curriculum and instruction, the hiring of all school personnel and supervision of teachers. The MBS Council of Education and the Council of Finance serve as advisory boards to the pastor and the principal.



The administrative team is comprised of the principal, the assistant principal, guidance counselor and director of religious education. The assistant principal serves as the disciplinarian and assists with supervision of curriculum and teachers through the weekly review of lesson plans, student assessments and teacher websites. The guidance counselor supervises standardized testing, teaches life skills to students, and provides guidance programs on topics of personal relationships, bullying and drug prevention. The director of religion oversees the religion curriculum and coordinates ministry events and service projects. There is also an MBS Leadership Team comprised of the administrative team in addition to the grade level chairpersons. This team serves as a liaison between the entire staff and the administration.

In 2011, the principal volunteered MBS to participate in the New Orleans School Leadership Center (SLC) coaching program called Discovery Walks. The principal, assistant principal and SLC coach worked as a team to recommend and implement professional development to strengthen teaching and learning outcomes based upon classroom observations. Data was analyzed for common threads and patterns observed as the walks progressed. The compiled data serves as the foundation for instructional improvement of higher-order thinking skill development instruction and increased student engagement.

Discovery Walks, which are now known as “e-Walks,” will continue to be conducted. Data from these year-long observations will be compiled, analyzed, and presented to teachers at the end of the year in an individualized graph to show relationship to school and diocesan performance in evaluated areas of instruction.

The principal ensures the mission and vision of Most Blessed Sacrament School is communicated to all stakeholders. The principal hosts “Coffee Talk” meetings with parents and meets with Home and School Association officers monthly. The principal also shares the school’s accomplishments with our P-R director to make sure they are shared with the community through the media.

## PART VI - PRIVATE SCHOOL ADDENDUM

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1. Private school association: Catholic

2. Does the school have nonprofit, tax-exempt (501(c)(3) status? Yes

3. What are the 2012-2013 tuition rates, by grade? (Do not include room, board, or fees.)

<b>K</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>	<b>4th</b>	<b>5th</b>
<u>\$3740</u>	<u>\$3740</u>	<u>\$3740</u>	<u>\$3740</u>	<u>\$3740</u>	<u>\$3740</u>
<b>6th</b>	<b>7th</b>	<b>8th</b>	<b>9th</b>	<b>10th</b>	<b>11th</b>
<u>\$3740</u>	<u>\$3740</u>	<u>\$3740</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
<b>12th</b>	<b>Other</b>				
<u>\$0</u>	<u>\$0</u>				

4. What is the educational cost per student? (School budget divided by enrollment) \$4651

5. What is the average financial aid per student? \$71

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?  
2%

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 4%

## PART VII - ASSESSMENT RESULTS

### NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: TerraNova

Edition/Publication Year: Third

Publisher: CTB McGraw

Scores reported as:

Edition/2008

Hill

Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Mar	Apr
<b>SCHOOL SCORES</b>					
Average Score	74	83	78	83	77
Number of students tested	59	60	58	61	62
Percent of total students tested	97	98	95	100	98
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
The Diocese of Baton Rouge administered the TerraNova, Second Edition in the 2007-2008 and 2008-2009 school years.					

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## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: TerraNova

Edition/Publication Year: Third

Publisher: CTB McGraw

Scores reported as:

Edition/2008

Hill

Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Mar	Apr
<b>SCHOOL SCORES</b>					
Average Score	83	85	68	70	72
Number of students tested	59	60	59	61	62
Percent of total students tested	97	98	97	100	98
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
The Diocese of Baton Rouge administered the TerraNova, Second Edition in the 2007-2008 and 2008-2009 school years.					

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## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: TerraNova

Edition/Publication Year: Third

Publisher: CTB McGraw

Scores reported as:

Edition/2008

Hill

Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Mar	Apr
<b>SCHOOL SCORES</b>					
Average Score	76	74	71	75	80
Number of students tested	60	57	61	63	62
Percent of total students tested	100	98	98	98	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
The Diocese of Baton Rouge administered the TerraNova, Second Edition in the 2007-2008 and 2008-2009 school years.					

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## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: TerraNova

Edition/Publication Year: Third

Publisher: CTB McGraw

Scores reported as:

Edition/2008

Hill

Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Mar	Apr
<b>SCHOOL SCORES</b>					
Average Score	80	73	72	76	78
Number of students tested	60	57	61	63	62
Percent of total students tested	100	98	98	98	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
The Diocese of Baton Rouge administered the TerraNova, Second Edition in the 2007-2008 and 2008-2009 school years.					

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## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: TerraNova

Edition/Publication Year: Third

Publisher: CTB McGraw

Scores reported as:

Edition/2008

Hill

Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Mar	Apr
<b>SCHOOL SCORES</b>					
Average Score	72	74	67	74	73
Number of students tested	53	61	65	62	60
Percent of total students tested	98	98	98	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
The Diocese of Baton Rouge administered the TerraNova, Second Edition in the 2007-2008 and 2008-2009 school years.					

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## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: TerraNova

Edition/Publication Year: Third

Publisher: CTB McGraw

Scores reported as:

Edition/2008

Hill

Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Mar	Apr
<b>SCHOOL SCORES</b>					
Average Score	77	73	70	74	78
Number of students tested	53	61	65	62	60
Percent of total students tested	98	98	98	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
The Diocese of Baton Rouge administered the TerraNova, Second Edition in the 2007-2008 and 2008-2009 school years.					

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## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: TerraNova

Edition/Publication Year: Third

Publisher: CTB McGraw

Scores reported as:

Edition/2008

Hill

Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Mar	Apr
<b>SCHOOL SCORES</b>					
Average Score	72	71	72	74	68
Number of students tested	57	62	61	63	57
Percent of total students tested	98	100	97	98	98
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
The Diocese of Baton Rouge administered the TerraNova, Second Edition in the 2007-2008 and 2008-2009 school years.					

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## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 6

Test: TerraNova

Edition/Publication Year: Third

Publisher: CTB McGraw

Scores reported as:

Edition/2008

Hill

Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Mar	Apr
<b>SCHOOL SCORES</b>					
Average Score	81	79	78	72	77
Number of students tested	58	62	61	63	57
Percent of total students tested	100	100	97	98	98
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
The Diocese of Baton Rouge administered the TerraNova, Second Edition in the 2007-2008 and 2008-2009 school years.					

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## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 7

Test: TerraNova

Edition/Publication Year: Third

Publisher: CTB McGraw

Scores reported as:

Edition/2008

Hill

Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Mar	Apr
<b>SCHOOL SCORES</b>					
Average Score	80	88	88	71	74
Number of students tested	61	60	62	57	60
Percent of total students tested	98	98	100	100	97
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
The Diocese of Baton Rouge administered the TerraNova, Second Edition in the 2007-2008 and 2008-2009 school years.					

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## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 7

Test: TerraNova

Edition/Publication Year: Third

Publisher: CTB McGraw

Scores reported as:

Edition/2008

Hill

Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Mar	Apr
<b>SCHOOL SCORES</b>					
Average Score	73	79	79	76	77
Number of students tested	61	60	62	57	61
Percent of total students tested	98	98	100	100	98
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
The Diocese of Baton Rouge administered the TerraNova, Second Edition in the 2007-2008 and 2008-2009 school years.					

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## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 8

Test: TerraNova

Edition/Publication Year: Third

Publisher: CTB McGraw

Scores reported as:

Edition/2008

Hill

Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Mar	Apr
<b>SCHOOL SCORES</b>					
Average Score	82	85	74	74	78
Number of students tested	55	60	55	60	50
Percent of total students tested	98	100	96	97	98
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
The Diocese of Baton Rouge administered the TerraNova, Second Edition in the 2007-2008 and 2008-2009 school years.					

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## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 8

Test: TerraNova

Edition/Publication Year: Third

Publisher: CTB McGraw

Scores reported as:

Edition/2008

Hill

Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Mar	Apr
<b>SCHOOL SCORES</b>					
Average Score	82	75	80	71	77
Number of students tested	54	59	55	61	49
Percent of total students tested	96	98	96	98	96
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
The Diocese of Baton Rouge administered the TerraNova, Second Edition in the 2007-2008 and 2008-2009 school years.					

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